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ABSTRACT

Characteristics of Hispanic, African American, Jamaican, and Haitian students, the most prevalent minority groups in the adult school population in Polk County, Florida, are described in this resource book. The book, which is intended to supplement staff development in cultural diversity and to help implement classroom strategies for reaching all learners, includes strategies for reaching each of the four minority group students, and suggests intended outcomes and learning activities for English, social studies, mathematics, science, and business. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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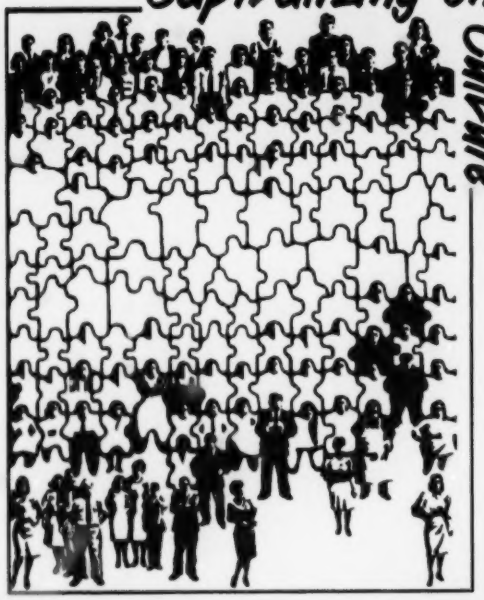

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FOREWORD

In 1986, Competency-Based Adult Education (CBAE) guides were developed for all secondary courses offered through Polk County's adult education program. At that time no attention was given to integrating visual, auditory, or physical, or multi-cultural teaching strategies to accommodate other than mainstream learning styles.

In 1989, The University of South Florida Center for Community Education distributed a resource book entitled Capitalizing on Culture by Diane B. Briscoe, Ph.D., and Catherine Gurba, M.A. This document was of particular interest to the Polk County office of Adult and Community Education because it focused on the minority groups most prevalent in its adult school population. The Adult Education Office was seeking to increase minority retention in its programs through more effective and appropriate learning experiences.

In their book, Capitalizing on Culture, Briscoe and Gurba outline the characteristics of Hispanic, African American, Jamaican and Haitian students. They draw learning implications from these traits and present strategies that adult education instructors can use to provide effective learning experiences for those students.

The information in Capitalizing on Culture, coupled with the population of Hispanic, African American, and Haitian students in Polk County, suggested a real need to update the Competency-Based Adult Education (CBAE) program by training teachers to recognize and address cultural diversity in the classroom, and also to update the learning guides to include written instructions for culturally enhanced activities.

This task was undertaken through a Section 353 grant provided by the bureau of Adult and Community Education, Tallahassee, Florida.

OBJECTIVES

This project encompassed three distinct endeavors:

One was to update existing Competency-Based Adult Education (CBAE) learning guides to ensure that they correspond to current textbooks and remain accurate and complete. Some guides, for example, referred to texts that were no longer in print. Others needed correction or clarification. This effort will remain an on-going process of review and revision, as needed.

Another goal was to train adult education instructors to recognize and capitalize on cultural diversity in the classroom and to implement classroom strategies for effectively reaching all learners. Dr. Diane Briscoe presented an informative and enlightening workshop which was attended by Polk County adult education teachers. That, along with the dissemination of pertinent research material, is part of an on-going effort to broaden the perspective of adult education instructors, to enhance their teaching approach, and to augment the learning activities presented to their students.

The third objective was to develop learning activities which target culturally diverse adult learners and which correlate to expected outcomes specified in the curriculum frameworks of Adult Secondary Education (ASE) courses. Since ASE courses have a competency-based format, it was necessary for these activities to be geared to the CBAE learning guides.

CBAE learning guides normally contain learning activities from the course textbook. They may also include special assignments for the adult learner to accomplish in order to demonstrate competency with the coursework. Our goal was to develop additional learning activities designed to appeal to culturally diverse learners and to assist them in mastering the intended outcomes of the curricula.

MULTI-CULTURAL AMERICAN SOCIETY

There was a time when residents of this country were expected to assimilate into the mainstream culture and forsake their cultural heritage except with private customs. This was the *melting pot* concept. Now American culture is more often compared to a *tossed salad bowl* with a multi-cultural mix of beliefs, values, customs and behaviors.

Adult learners come to the classroom with an acquired value system, learned information, and past experiences to which they must integrate new knowledge. Our goal is to relate to their past experiences, correlate to their cultural background and provide meaningful, stimulating learning activities which will supplement their regular course work in a competency-based learning environment.

Unlike younger students who depend on adults for support and direction, adult learners are more self-sufficient and goal-oriented. The competency-based system of self-paced learning appeals to the adult learner because it enables that learner to control and direct the learning process. A drawback to the competency-based concept is that it promotes individualized learning, often at the expense of student interaction and group dynamics. An effort to promote collaborative learning within the competency-based context would overcome this defect.

Studies have shown that due to time constraints and specific needs, adults are generally concerned about the immediate applicability of their studies. Whenever a lesson relates to the adult learner's vast array of experiences, its applicability and appeal is enhanced. One purpose of this project was to make the CBAE learning guides more applicable and functional to the culturally diverse learner.

Research has shown a number of traits that must be considered when working in a multi-cultural learning environment. Some cultural groups prefer collaborative learning. Some relate well to hands-on techniques. Others enjoy standing out; and some need to blend in quietly. But all need to achieve in the adult learning environment while maintaining their diverse cultural traits.

STRATEGIES

PREFACE

In their resource book, Capitalizing on Culture, Dr. Diane Briscoe and Catherine Gurba outline strategies for providing effective learning experiences for culturally diverse students.

According to Briscoe and Gurba, culturally diverse learners are "those whose learning needs, motivation, communication styles and/or cultural values diverge from those of mainstream learners". The term, mainstream, is used to "identify that cluster of values, beliefs, opinions and behaviors which characterize the dominant group in American society". (Briscoe and Gurba, 1989)

Cultural diversity must be looked upon as a quality to be recognized and utilized, rather than as a deficiency to be overcome. Learners need to feel that they are accepted as they are. They need to sense that educators regard them as capable learners, are willing to tailor the educational process to their needs, and are eager to help them develop their potential. (Tiedt & Tiedt, 1986)

In their research, Briscoe and Gurba highlight African American, Hispanic, Haitian and Jamaican learners. They identify cultural traits within these groups and suggest strategies for effectively meeting the needs of these learners.

Since the population of adult educational programs includes many culturally diverse learners, the needs of these individuals must be addressed. While not all learners exhibit the cultural traits associated with their ethnic or racial minority group, for those who do, it is crucial to examine their cultural traits and to explore how strategies that capitalize on their culture can effectively improve their learning process. (Briscoe and Gurba, 1989)

STRATEGIES

PREFACE

(Continued)

On the following pages we list some of the strategies that Briscoe and Gurba developed for culturally diverse learners. We have focused on these strategies because of their applicability to competency-based course work within the Adult Secondary Education curricula. We acknowledge that these strategies are best understood and are most meaningful in their original context. However, our purpose is not to teach or explain strategies, but rather, to apply these strategies to the adult educational experience.

Strategies can become truly effective only when they are applied and utilized in an actual learning environment. The selected strategies were used to develop learning activities for culturally diverse learners to promote their ability and willingness to participate and achieve in the adult education program.

Strategies for African American Learners

- Utilize techniques that encourage investigation and critical thinking (e.g., put problems into question formats).
- Utilize unique approaches to introduce concepts (e.g., a newspaper to teach basic reading).
- Vary instructional activities, formats, and length of tasks during the regular class periods and especially when introducing new concepts.
- Include techniques and strategies that permit physical activity and movement.
- Frequently utilize experiential learning methods.
- Structure activities to permit frequent opportunities for successful experiences.
- Structure classroom environments to facilitate discussion and self-direction among groups of learners.
- Encourage learners to speak frequently (conversationally, creatively and in recitation) but in an environment that is non-threatening.
- Encourage and provide opportunities for learners to share verbally examples from their own experience to reinforce the concept to be taught.
- Recognize that African Americans may more readily admire and respect others within the race who are able to function effectively in mainstream society, but who are not perceived as having rejected their own heritage in order to do so.
- Provide opportunities for learners to familiarize themselves with the positive and little known aspects of their culture.
- Within the context of regular assignments, expand the learner's repertoire of problem-solving skills that could be of assistance in addressing daily problems.
- Incorporate materials that have religious themes to teach basic concepts to older adults.

Briscoe, D.B. & Gurba, C. Capitalizing on Culture. (Tampa: University of South Florida, 1989).

Strategies for Hispanic Learners

- Seize opportunities for family involvement in the activities of the learner.
- Incorporate materials that have religious themes to teach basic concepts to older adults.
- Minimize competitive activities and encourage group learning and cooperation.
- Relate subject content to personal experience and allow learners to relate the subject to their personal interests and experiences.
- Humanize the subject and explain concepts and principles in terms of human interest or meaningful activities whenever possible.
- Elicit and be open to expressions of how learners feel about the subject.
- Express support for traditional family values.
- Permit working in groups as much as possible. Utilize cooperative learning activities in which every learner in the group is responsible for achieving.
- Give Hispanic learners opportunities to demonstrate knowledge. Ask them to share cultural perspectives on the subject or current events.
- Design learning experiences around small group settings where learners can work together.
- Encourage Hispanic learners to talk about their countries of origin or ethnic and family customs.
- Be aware that many Hispanic learners may also be of Aztec or Mayan heritage. Use the numbering system or calendars of these ancient cultures in designing word problems or mathematical exercises.
- Incorporate famous Hispanic historical figures, for example, explorers, artists, writers, philosophers and inventors, into the classroom lessons whenever possible.

Briscoe, D.B. & Gurba, C. Capitalizing on Culture. (Tampa: University of South Florida, 1989).

Strategies for Jamaican and Haitian Learners

- Encourage learners to be active in the classroom and to ask questions.
- Explain the importance of self-discipline. Discipline in Haiti and Jamaica may be imposed by external authority.
- Emphasize to learners that in adapting to the American system, they need not reject their family culture or values.
- Recognize the value of creole as a communication system.
- Point out to learners that they are not being asked to abandon their native tongue, but rather add a new language to their educational inventory.
- Encourage learners to conceptualize in their own language, then transfer their thoughts into the correct code for academic use.
- Use examples from the learner's familiar environment to demonstrate concepts and theories.

Briscoe, D.B. & Gurba, C. Capitalizing on Culture. (Tampa: University of South Florida, 1989).

INTENDED OUTCOMES

PREFACE

The intended outcomes on the following pages are taken from the curriculum frameworks developed by the Florida Department of Education for Adult Secondary Education (ASE) courses. They are included here to provide a backdrop for the learning activities which will follow. The learning activities have been developed not only to utilize educational strategies for culturally diverse learners, but also to correlate with these intended outcomes in the ASE curricula.

The intended outcomes for the Social Studies courses, the Science courses, Business Mathematics and Business Procedures have been listed verbatim. The intended outcomes for English, Fundamental Mathematics and General Mathematics have been compiled into one list of intended outcomes per subject area because of the repetition of intended outcomes among the English and Mathematics courses.

English

The purpose of English is to provide instruction in English language skills and in various literary genres related to world literature.

Intended Outcomes

1. Demonstrate the ability to use reading skills, literal and inferential reading skills, and reading comprehension.
2. Demonstrate knowledge of a basic vocabulary as determined by a specified word list and demonstrate the ability to use vocabulary appropriately.
3. Demonstrate knowledge of fundamental conventions of standard written English.
4. Write informative and creative compositions using all stages of the writing process.
5. Identify the fundamental characteristics of major literary genres; apply knowledge of elements of literary genres to reading selections.
6. Participate in informal oral language activities; make formal and informal oral presentations, and critique formal presentations.
7. Apply fundamental study skills, such as: note-taking; map, chart and diagram interpretation; index, table-of-contents, and dictionary skills; and test-taking skills.
8. Analyze media presentations in terms of content and technique; and understand the impact of mass media.
9. Recognize fundamental aspects of the development of the English language.
10. Use reference skills to find information and to write a short documented paper.

American Government

The purpose of American Government is to provide the opportunity to acquire an understanding of American government and political behavior.

Intended Outcomes

1. Contrast the structure and function of government at all levels in American political life.
2. Analyze the basic principle of political organization embodied in the Constitution.
3. Contrast the processes by which power is passed on within all levels of the three branches of government.
4. Analyze the effectiveness of influences on governmental decision-making by the support and dissent of individuals and interest groups using the criteria of actual changes initiated or completed.
5. Trace the relationship between majority rule and individual rights as it is reflected in our legal and governmental system and as it evolved through differing interpretations of the Constitution.
6. Analyze the strengths and weaknesses of the federal system of government to deal with those domestic and foreign problems facing our nation today.
7. Show relationships between American political traditions and the American way of life (social, economic, and religious ideals).
8. Demonstrate the importance of participation in community, service, civic improvement, and involvement in political activities.
9. Utilize appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

American History

The purpose of American History is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation.

Intended Outcomes

1. Understand how contemporary American society depends upon contributions of past societies and cultures.
2. Explain the significance of geography on the development of American society.
3. Compare major individuals, events, and characteristics of historical periods in American history.
4. Understand current and historic events from the perspective of diverse cultural and ethnic groups.
5. Compare the American ethnic cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major American traditions (political, economic and social) changed or altered historical patterns of development in the United States.
7. Identify causes and effects of various changes in American historical development.
8. Understand the interaction of science, society and technology in American historical development.
9. Explain the uniqueness of the people of the United States.
10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

Economics

The purpose of Economics is to provide the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. The major emphasis is to provide the student with an understanding of the forces of the marketplace by examining the effect of their role as producer, consumer, saver, investor, resource owner, voter, and taxpayer on the system.

Intended Outcomes

1. Understand the basic economic problem and the three questions that must be answered by every society (i.e., What is to be produced? How is it to be produced? To whom will it be distributed?).
2. Classify economic systems based on how a society answers the basic economic questions.
3. Understand resource allocation and income distribution through the price mechanism and government redistribution.
4. Understand the factual and behavioral background of economic institutions necessary to apply the basic economic concepts.
5. Understand the relationships among unemployment, inflation, monetary and fiscal policy, and the importance of these relationships on economic stability and growth.
6. Understand measurement concepts essential for measuring economic performance and explaining economic phenomena.
7. Understand the complementary and competing objectives of economic systems and their members.
8. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

Psychology

The purpose of Psychology is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals.

Intended Outcomes

1. Recognize that the study of psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development.
2. Understand the methods and techniques used by psychologists in investigating problems of human behavior.
3. Recognize the differences between behaviors that are inherited and acquired.
4. Distinguish between normal and abnormal behavior.
5. Characterize stages of psychological development.
6. Recognize the techniques of psychological inquiry.
7. Understand the various theories of human behavior.
8. Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living.
9. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

World Geography

The purpose of World Geography is to provide students the opportunity to acquire an understanding of the interrelationships between people and their environment.

Intended Outcomes

1. Demonstrate knowledge and proficiency in the use of maps and globes.
2. Identify the relationships between physical geography and the economic. political, social, cultural, and historical aspects of human activity.
3. Understand the relationship between cultural diversity and world resources.
4. Understand patterns of population growth and settlement in different cultures and environments.
5. Understand the interaction of culture and technology in the use, alteration, and conservation of the physical environment.
6. Understand the interrelationships and interdependence of world cultures, races, and religions.
7. Identify the geographical characteristics of the major regions in the world.
8. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

World History

The purpose of World History is to provide the opportunity to acquire an understanding of the chronological development of civilization by examining the political, social, religious, military, dynastic, scientific, and cultural events that have affected humanity.

Intended Outcomes

1. Understand how contemporary civilizations depend upon contributions of past civilizations.
2. Explain the significance of geography on the development of civilizations and nation-states.
3. Compare major individuals, events, and characteristics of historical periods.
4. Understand current and historic events from the perspective of diverse cultural and national groups.
5. Compare the major world cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.
6. Explain how major belief systems (political, economic and social) changed or altered historical patterns of development.
7. Identify causes and effects of various changes in historical development.
8. Understand the interaction of science, society, and technology in historical development.
9. Interpret the history, doctrines, objectives, and techniques of communism as a political and economic system at odds with the American political and economic systems.
10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

Fundamental Mathematics

The purpose of Fundamental Math is to improve basic computational skills, strengthen skills in applied mathematics, develop problem solving skills and techniques, and provide mathematical skills necessary for real-world problems.

Intended Outcomes

1. Demonstrate the ability to perform operations with whole numbers, decimals, fractions, and percents.
2. Demonstrate an understanding of number theory.
3. Demonstrate the ability to find percentages and to solve real world problems involving proportion and percent.
4. Demonstrate the ability to solve real-world problems involving linear measurement, capacity and mass/weight in metric or customary measures.
5. Demonstrate the ability to solve real world problems involving the perimeter of polygons, and the area of rectangles, triangles and circles.
6. Demonstrate the ability to solve real-world problems involving money and involving maps.
7. Demonstrate the ability to use information from tables and graphs.
8. Demonstrate knowledge of properties of geometric figures, and demonstrate the ability to apply geometric concepts to real-world problems.

General Mathematics

The purpose of General Math is to improve basic computational skills, strengthen skills in applied mathematics, develop problem solving skills and techniques, and provide mathematical skills necessary for real-world problems.

Intended Outcomes

1. Demonstrate the ability to perform operations with whole numbers, decimals, fractions and percents.
2. Demonstrate the ability to solve real-world problems involving whole numbers, decimals, fractions, ratio, proportion and percents.
3. Demonstrate the ability to solve real-world problems involving measurement of elapsed time, and measurement of distance, capacity and mass/weight in metric or customary units.
4. Demonstrate the ability to estimate answers to real-world problems, and to estimate solutions to measurement problems, in both metric and customary units.
5. Demonstrate the ability to solve problems involving perimeter, area and volume.
6. Demonstrate the ability to construct and interpret line, bar and circle graphs.
7. Demonstrate knowledge of probability and statistics, and basic measures of central tendency.
8. Demonstrate an understanding of basic geometric concepts, and the ability to define and classify geometric figures.
9. Demonstrate the ability to compute with integers.
10. Demonstrate the ability to perform operations with real numbers, including real-world problems involving the use of the Pythagorean theorem.
11. Demonstrate the ability to construct basic geometric constructions.
12. Demonstrate the ability to use formulas and to solve and graph simple linear equations.
13. Demonstrate the ability to graph numbers on a number line and ordered pairs on a coordinate plane.

Business Mathematics

The purpose of Business Math is to reinforce basic computational skills, strengthen skills in applied mathematics, and provide the mathematical skills necessary for business related situations.

Intended Outcomes

1. Demonstrate mastery of basic computation with whole numbers, decimals, and fractions.
2. Demonstrate the ability to solve problems involving percents.
3. Demonstrate the ability to solve problems involving metric and customary measurements.
4. Demonstrate the ability to use whole numbers, decimals and fractions to solve problems related to payroll.
5. Demonstrate the ability to solve problems involving banking services.
6. Demonstrate the ability to solve problems involving business records and financial reports.
7. Demonstrate the ability to use statistical data.

General Science

The purpose of General Science is to provide students with experiences and activities in the concepts of physical, life, and earth/space sciences.

Intended Outcomes

1. Use the *scientific method* to solve problems, employ metric measurements and demonstrate safe and effective use of laboratory instruments.
2. Explain the astronomical basis of time measurement.
3. Identify various methods of measuring time.
4. Explain the identifying characteristics of stars.
5. Describe the composition and arrangement of the solar system.
6. Recognize the major characteristics of the three major types of rocks.
7. Know the structure of the earth.
8. Recognize the implications of the earth's crustal movements.
9. Trace the geological history of the earth.
10. Recognize the structure and major components of the atmosphere and the source of weather.
11. Describe the structure and components of the ocean.
12. Describe the atom and explain how atoms combine.
13. Write simple balanced equations and recognize the formulas for simple compounds.
14. Describe the interrelationships of force, work, energy and motion.
15. Identify the simple machine components of complex machines.
16. List the characteristics of living things.

General Science

Intended Outcomes

(Continued)

17. Recognize the classification scheme for living things.
18. Identify the distinguishing characteristics of viruses, protists, plants, and animals.
19. Recognize the principles of heredity.
20. Describe a foods chain and a biome.
21. List strategies for conservation of living and nonliving natural resources.
22. Describe how science interacts with technology and society.

Oceanography

The purpose of Oceanography is to provide the student with a survey of the marine biome. This will include physical oceanography, marine geology, the diversity of marine organisms, marine plant and animal life, marine ecology, and man and marine community.

Intended Outcomes

1. Use the *scientific method* to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
2. Demonstrate a familiarity with the geography of the seas.
3. Demonstrate a knowledge of marine geological features.
4. Investigate and describe the anatomy, physiology and behavior of the major groups of marine organisms.
5. Demonstrate a workable knowledge of the ecological chains, webs and cycles in the marine community.
6. Demonstrate a basic knowledge of the ways in which man benefits from the marine community.
7. Analyze the movements of ocean waters.
8. Describe the chemical and physical properties of ocean waters.
9. Describe the relationship between oceans and climate.
10. Describe how oceanography interacts with technology and society.

Physical Science

The purpose of Physical Science is to provide students with a quantitative investigative study of the introductory concepts of physics and chemistry.

Intended Outcomes

1. Use the *scientific method* to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments.
2. Integrate the concepts of force, work, simple machines, mechanical advantage and power in everyday life and science.
3. Explain the differences between weight and mass, speed and velocity, and forces and motion.
4. Describe ways in which matter may be classified or changed.
5. Summarize the history and description of the periodic table and its applications.
6. Explain conservation of mass.
7. Summarize energy types and energy conversions.
8. Determine the behavior of light and light optics.
9. Generalize applications of electricity and magnetism and their interactions.
10. Explain how solutions form and discuss the properties of dissolved substances.
11. Analyze the properties of acids, bases, and salts, and their interactions.
12. Summarize the science and technology of nuclear energy.
13. Relate career opportunities to the physical sciences.
14. Describe how the physical sciences interact with technology and society.

Office Procedures

The purpose of Office Procedures is to develop competence in the areas of math computations, communication, data and information processing, filing and retrieving, reprographics, leadership skills, telephone procedures, business records, decision making, mail handling, human relation skills, job application, consumer economics, and typewriting.

Intended Outcomes

1. Perform telephone activities.
2. Perform math computations.
3. Perform typewriting activities.
4. Perform filing and retrieving activities.
5. Perform business records activities.
6. Perform mail handling activities.
7. Perform communication activities.
8. Develop human relations skills.
9. Perform job application activities.
10. Perform data processing activities.
11. Perform consumer economics activities.
12. Demonstrate a knowledge of reprographics processes.

LEARNING ACTIVITIES

PREFACE

The following activities, which relate to intended outcomes in the Adult Secondary Education curriculum frameworks, have been developed to benefit culturally diverse students.

These learning activities are intended to enhance the learner's ability and willingness to participate and achieve in the adult education program. Adult learners are a diverse group composed of individuals with different ages, cultures, educational levels and socio-economic backgrounds. Diverse and creative learning activities are more likely to appeal to a wide range of adult learners.

Not all activities will be useful to every learner or apply to every learning situation. They are meant to be supplementary activities which can augment the learning experience or substitute for less meaningful course assignments.

Hopefully, these activities will prove useful to culturally diverse adult learners, and educators will expand upon these ideas, develop additional ones, and strive to further enrich their students' educational experience.

These activities are directed to the learner rather than to the instructor. While some of these activities may need some guidance or facilitation on the part of the instructor, most can be accomplished by the learner with minimal intervention and direction.

These activities are learner-oriented because they are intended for implementation in a competency-based educational environment. In this type of setting, learners take responsibility for their own progress. They direct their learning efforts and proceed at their own pace; the instructor acts as facilitator.

ENGLISH

FOREWORD

The study of the English language in its academic or literary form can be interesting and enlightening for culturally diverse learners, and especially for those to whom English is a second language. Learning activities that make the study of English more appealing to culturally diverse learners will encourage them to improve English proficiency and will help them integrate and develop their new knowledge and skills.

Literature has flowered in many cultures and learners can relate to many authors and literary works from their cultural heritage. Efforts to incorporate ethnic, minority, or culturally diverse literature and learning activities into the curriculum will be a broadening and enriching experience for all students.

The following English learning activities may be inserted into Competency-Based Adult Education student learning guides.

ENGLISH

LEARNING ACTIVITIES

A. Oppression and freedom are recurring themes in literature. After reading a selection where freedom is the theme, write a narrative describing the symbol of freedom in your culture or country of heritage. Compare it to the eagle in Native American culture.

B. When studying how to distinguish facts and opinions in a reading selection, participate in an exercise that helps distinguish fact from fiction. Inform the instructor that you are ready for this exercise:

Note to the facilitator: Arrange a small group of multi-cultural learners. Have each learner write five facts and five opinions about people of a different culture. Cut into strips and place in a box. Pull out one at a time and have the students categorize each as a fact or opinion. This exercise may help to dispel some stereotyping as each learner shares information about his/her own culture.

C. When studying how to distinguish facts and opinions in a reading selection, make two collages from newspaper and magazine articles and pictures. Make one collage factual, the other opinion. Show your work to other learners and have them categorize each collage.

D. When learning to write a comparison essay, choose a topic in which you compare and contrast your native culture with the mainstream culture of the United States. This essay could include families, political leaders, entertainers, geographical places, climate, cost of living, education and careers.

E. Using library resources, write a brief paper contrasting the beliefs and ideas of W.E.B. Du Bois and Frederick Douglass with those of Booker T. Washington. Use logical transitional words and phrases in your paper.

ENGLISH

LEARNING ACTIVITIES

(Continued)

F. After reading and discussing myths, fables, or tall tales, such as Aesop's Fables or the story of Paul Bunyan, write your own story about how or why a particular custom began. You may use a family custom, or a custom from your country of heritage. Then, as a storyteller, present your tale to the learning group.

G. Using a personal incident or recollection, write a narrative telling how a person from another culture influenced your life.

H. After studying how to write for personal satisfaction, write a paragraph explaining why a particular tradition is important to you. Use examples to explain or illustrate the tradition.

I. Using library resources or a picture supplied by the instructor, study a painting by an artist of your national heritage. Write a brief description of the painting.

J. Listen to an ethnic recording, for example, Spanish flamenco or African American jazz. You may bring a sample of the music from your culture or the instructor may supply the recording. Write a poem expressing emotions invoked by the music.

K. Make a family tree. Write a brief biography (physical description, personality, livelihood, education) for each person, including yourself. Share your family tree with learners of other nationalities and cultural heritage.

L. Write an autobiography. Include information about your cultural heritage. You may submit a written report, or you may narrate your autobiography to the learning group.

ENGLISH

LEARNING ACTIVITIES

(Continued)

M. Using library resources, write a brief paper listing the outstanding contributions that George Washington Carver made to science. Be sure to include a bibliography.

N. In the library, obtain a book on famous minorities who have made contributions in the field of art, music, history, mathematics or sports. Prepare a brief report on one of these people. You may give a written presentation to the instructor, an oral presentation to the class, or participate in a panel discussion with a group of learners who have also researched contributions made by minorities.

O. Using library resources, write biographical sketches of Gwendolyn Brooks and Barbara Jordan. Prepare a composition discussing their behaviors, personal traits and their relationships. Be sure to use pre-writing, drafting, and revision skills. Have at least one person edit your paper.

P. Write a rap song in lieu of poetry. Perform your work for the learning group.

Q. When learning to prepare a summary of an observation or an audio-visual presentation, write a summary of the video, "A Raisin in the Sun". You may also discuss the movie with other learners and compare the characters in the video to real people today.

R. Since courtship, love and marriage are recurring themes in literature, learners may identify with these themes by participating in a panel discussion or giving a presentation concerning ways in which the process of courtship is managed within their culture. They may describe or bring pictures of weddings, courtship rituals, dress, and food to help illustrate their customs and traditions.

ENGLISH

LEARNING ACTIVITIES

(Continued)

S. Demonstrate the ability to research and document a specific topic by choosing a distinguished Hispanic and writing a composition about this person's life and contributions to society. You may choose from the following list or see your instructor for another choice.

Gabriela Mistral, author
Carmen Laforet, author
Jose Marti, political activist
Jose de Diego, activist
Pio Baroja, novelist
Benito Perez Galdos, author
Juan Valera, writer
Manuel Rojas, novelist
Pedro Calderon de la Barca, dramatist

T. Demonstrate the ability to research and document a specific topic by choosing a distinguished African American and writing a composition about this person's life and contributions to society. You may choose from the following list or see your instructor for another choice.

Carter G. Woodson, historian
Malcolm X, activist
Coretta Scott King, civil rights leader
Jackie Robinson, sports figure
Willie Mays, sports figure
Marian Anderson, singer
Leontyne Price, opera singer
Lena Horne, entertainer
James Weldon Johnson, author
Langston Hughes, author
Jean Toomer, author
Gwendolyn Brooks, poet

U. Prepare a speech on the contributions made by a distinguished Hispanic or African American. Use library references to find information on the person you have selected. Write a three to five minute speech and deliver it to the learning group.

ENGLISH

LEARNING ACTIVITIES

(Continued)

V. When learning to interpret symbolism in literature, examine the definition of symbolism in your text. Then think about symbols used in every day life, especially those pertaining to your cultural heritage. You may bring objects to class and share their cultural meaning, or describe body language that symbolizes a particular meaning in your culture.

W. When studying Shakespearean plays, read these aloud with other learners. Stop after each act and summarize in paragraph form, what you have read. Share your summaries with the group.

X. After reading a complete Shakespearean play, write a rap, briefly recounting the entire plot. For example:

"Back in fif-teen ninety-five or... so..., Will Shakespeare pumped out a hot... new... show. It was rad, it was bad - this dynamite play, which is why it still blows your mind... today; so listen up good - and a rip you'll get, out of Romeo and Ju-li-et. Soon Romeo splits, but he can't... for-get, how he feels when he's close to Ju-li-et; and later that night, who does... he... see, but Juliet on... her... bal-co-ny."

Y. To increase understanding of Shakespearean drama, listen to a recording of a play. (A tape recording may be prepared by advanced students of English.) You may understand the language and structure more completely if it is read to you. Make note of words or phrases you do not understand; discuss the meanings and content with the instructor.

Z. When studying techniques of effective listening, participate in a panel discussion or otherwise discuss with other culturally diverse learners the problems of understanding and listening to the English language. Topics that may be covered are body language, slang, rate of speaking, regional accents, and idioms.

ENGLISH

LEARNING ACTIVITIES

(Continued)

AA. When studying the major trends in the development of the English language, make a list of the words that are the same in your native tongue and in English (if the two languages are different). Share your list with the learning group and compare your list with that of learners from other countries and cultures.

AB. Bring to class any magazine articles, newspaper clippings, letters, mailings, or advertisements that contain words or expressions that you do not understand. Discuss the meaning of these with the instructor or the learning group.

Note to the facilitator: Cover a bulletin board with plain paper. Encourage the learners to make a graffiti board by writing their own sentences using these words and expressions in a different context.

AC. Bring a dictionary from your country of heritage. Compare your dictionary to an American dictionary. Check to see how each is set up: table of contents, spelling and pronunciation of the language, pronunciation key, guide words, origin of words, definitions and parts of speech. Prepare a brief comparison essay.

SOCIAL STUDIES

FOREWORD

Since Social Studies is the study of human relationships and institutions, and the functioning of society, both past and present, it has universal appeal to all learners. Learning activities for social studies courses of history, geography, economics, psychology and government can be easily adapted to appeal to culturally diverse learners.

World history encompasses the stories of every racial, ethnic and cultural group through the course of time. World geography covers the interrelationships between these people and their environments. As such, these courses have application and appeal to all learners, regardless of culturally heritage. Learning activities that stress the experiences and background of the students' racial, ethnic and cultural groups will help the learners to identify and relate to the subject matter.

In the study of economics, comparisons and contrasts can be made between social, economic and political systems in different cultures. Students with close ties to another country may find it helpful and useful to report on the country of their heritage and compare it to the United States. Learners may use research or personal knowledge and experience to report on subjects that illustrate how social, economic and political systems work.

Psychology is the study of human behavior. All learners can benefit from exposure to different cultures and the study of the behavior of people from those cultures. Learners from a minority or ethnic group may gain insight from comparing the culture of their country of heritage or cultural group with that of the mainstream American culture or the cultures of other countries.

SOCIAL STUDIES

FOREWORD

(Continued)

Culturally diverse learners will find many prominent people from their racial, ethnic and cultural heritage who played significant roles in the history of the United States. A study of these individuals will help culturally diverse learners to identify with the achievements of these individuals and relate to their historical significance. Learning activities associated with events of significance to culturally diverse learners will help them relate to American history and understand the context and impact of these events.

Culturally diverse learners who immigrated to the United States may find the American system of government quite different from the government of their native land. Democracy may be a new experience; and American political behavior may be an enigma to them. Comparing and contrasting the system of government in the student's native country with that of the United States may help a culturally diverse learner integrate the new information and better understand how the American government works.

The following Social Studies learning activities may be inserted into Competency-Based Adult Education student learning guides.

AMERICAN GOVERNMENT

LEARNING ACTIVITIES

A. Prepare a report explaining how decisions are made and problems are solved in your family unit. Include a hierarchy of authority in your family (most important to least important). Then compare your family process with that of another student from a different cultural heritage.

B. After studying the Bill of Rights, the first ten amendments of the Constitution, relate in an essay or oral report the rights that are most important to you as an individual or a member of a cultural or minority group. Reflect on *why* these particular rights are important.

C. Invite a local lawyer who can serve as a role model for the cultural or minority group, to discuss federal, state or local laws which have affected minorities in both positive and negative ways.

D. Prepare a report on a federal, state or local law which has affected minorities in a positive or negative way. State the intent of the law and its effect on minority groups. One example might be the "Jim Crow" laws in the South after the Civil War.

E. Using personal knowledge or library resources, describe the legislative system in your country of heritage. Describe who the lawmakers are, how they are chosen, and how much power they actually have. Compare the lawmaking process of your country of heritage to the lawmaking process of the U.S. Congress.

F. Invite a local lawyer who can serve as a role model for the cultural or minority group, to discuss Supreme Court decisions which have impacted minorities in both positive and negative ways.

AMERICAN GOVERNMENT

LEARNING ACTIVITIES

(Continued)

G. Using library or classroom resources, choose a Supreme Court decision which impacted a minority group. Describe the case and relate its impact on minorities and the total population. Examples are Dred Scott v. Sanford, 1857, Plessy v. Ferguson, 1896, Brown v. Board of Education of Topeka, 1954.

H. Using personal knowledge or library resources, describe the judicial system in your country of heritage. Include how judges are chosen, how the system is structured, how it operates. Then compare it to the U.S. judicial system.

I. Invite a local U.S. or State Senator or Representative to address the learning group. Prepare questions concerning that person's responsibilities, term of office, legislative record, and political views on current issues. Discuss current issues and political events of national, state or local significance.

J. Invite an elected official from the local level to address the learning group. Prepare questions about issues of local concern or of concern to the cultural or minority group. Share your opinions and views with the official, and ask the politician about his/her views. Be prepared to discuss your viewpoint.

K. Using personal knowledge or library resources, describe the executive system in your country of heritage. Include how the leadership of the country is chosen, the powers these leaders have, what kind of support they have in running the country, and what provisions there are for transfer of power. Compare the executive system in your country of heritage with that of the United States.

AMERICAN GOVERNMENT

LEARNING ACTIVITIES

(Continued)

L. Using personal knowledge or library resources, explain the electoral process in your country of heritage. Include national, regional, and local elections. Compare that process to the electoral process in the United States. Report on the political parties in your country of heritage. Include each party's principal ideology and describe which party has been more influential in that country's history. Compare those political parties with the dominant parties in the United States.

M. Write a biographical sketch of a leader in your country of heritage and compare that person to an American leader you admire.

N. Prepare a report on one of the following African American government figures.

Hiram Revels, U.S. Senator
Booker T. Washington, educator, presidential advisor
Mary McLeod Bethune, educator, presidential advisor
Ralph J. Bunche, U.S. diplomat
Edward Brook, U.S. Senator
Shirley Chisholm, U.S. Congresswoman
Barbara Jordan, U.S. Congresswoman
Thurgood Marshall, Supreme Court Justice

O. Prepare a report on one of the following African American political figures.

Martin Luther King, Jr., civil rights activist
Coretta Scott King, civil rights activist
Dred Scott, Supreme Court defendant
Jesse Jackson, political leader
A. Philip Randolph, labor leader
Rosa Parks, civil rights activist
Eldridge Cleaver, author, activist

AMERICAN HISTORY

LEARNING ACTIVITIES

A. Prepare a biographical sketch of a distinguished African American, such as:

Jean Baptiste Point du Sable, pioneer
Nat Turner, preacher
Benjamin Banneker, surveyor
Harriet Tubman, abolitionist

Frederick Douglass, civil rights advocate
W.E.B. Du Bois, historian
Booker T. Washington, educator
Hiram Revels, U.S. Senator

George Washington Carver, scientist
Jesse Owens, Olympic medalist
Satchel Paige, baseball player

Jackie Robinson, baseball player
Ralph J. Bunch, diplomat
Joe Louis, boxer
Dorie Miller, military hero

Mary McLeod Bethune, educator
A. Philip Randolph, labor leader
Charles R. Drew, physician
Daniel Hale Williams, physician

Rosa Parks, civil rights activist
Medgar Evers, civil rights activist
Martin Luther King, Jr., civil rights activist
Malcolm X, political activist

Benjamin O. Davis, Jr., military leader
Frank Robinson, athletic manager
Bill Russell, athletic head coach
Thurgood Marshall, Supreme Court Justice

Alex Haley, author
Colin L. Powell, military leader

AMERICAN HISTORY

LEARNING ACTIVITIES

(Continued)

B. Write a biographical sketch of a distinguished Hispanic American, such as:

Raul Hector Castro, government official
Lauro Cavazos, educator
Cesar E. Chavez, labor leader
Henry G. Cisneros, political leader

Roberto Clemente, athlete
Maria Cadilla de Martinez, feminist
Oscar de la Renta, fashion designer
Ernest Galarza, author

Bob Martinez, political leader
Joseph Montoya, U.S. senator
George Isidore Sanchez, author, activist

C. If your country of heritage is a Caribbean country, use library resources to prepare a brief report on explorers and exploration of that country. Compare it to the exploration of the United States.

D. Choose one of the countries, (England, France, Spain, Netherlands), that explored North America. Using library resources, prepare a brief report concerning life in that country at the time of the exploration.

E. If you are of Native American descent, explore the history of your tribe during the Age of Exploration. Report on *where* your tribe lived, *how* the tribe members lived, and how they reacted to the explorers. Describe how the explorers treated them, and what effect the explorers had on their lifestyle.

F. Through library resources, find facts regarding the very first Africans to be brought to the English colonies. Find where they came from, whether or not they were slaves, where they settled, and what they did in the colonies.

AMERICAN HISTORY

LEARNING ACTIVITIES

(Continued)

G. Investigate the involvement of Blacks in the Revolutionary War, how they first they fought against the British, but later began switching over to the British side. Through library research, find out why they changed sides. Prepare a brief report on their activities.

H. Using library or classroom resources, prepare a brief history of Toussaint L'Ouverture and his rule of Haiti and defeat of the French. Analyze the similarities and differences between that revolution and the American Revolution. Present this report to your learning group.

I. Using library or classroom resources, prepare a brief report on one of the following topics.

1. The life of Crispus Attucks, a black man killed during the Boston Massacre of 1770.
2. The *Middle Passage*, slave ships coming from Africa to North America.
3. The anti-slavery movement of the American Colonization Society.
4. The anti-slavery activities of Sarah and Angelina Grimke.
5. The raid of John Brown.
6. William Lloyd Garrison's newspaper, "The Liberator", and his beliefs in the abolitionist movement.
7. African American soldiers fighting in the Civil War. The movie, "Glory", depicts this involvement.
8. The life and achievements of former slave, Sojourner Truth.
9. John Greenleaf Whittier's anti-slavery poems, "Barbara Frietchie" and "Ichabod". Read these poems and tell why they are anti-slavery.

AMERICAN HISTORY

LEARNING ACTIVITIES

(Continued)

J. Using library or classroom resources, prepare a brief report on one of the following topics.

   1. The "Trail of Tears" and President Andrew Jackson's treatment of the "Five Civilized Tribes".

   2. The life and achievement of Sequoya, a Cherokee Indian.

   3. The life of the Seminole Indian chief, Osceola, and his opposition to the United States Army.

K. Using library resources, prepare a report on the history of Native American tribes in Florida. Describe their culture, as well as, their past and present living conditions.

L. Using library or classroom resources, report on the Mexican War (1846) and explain the events leading up to the war from the Mexican viewpoint. Share this report with the learning group.

M. If your ancestors came to the United States during the period of the Great Migration of the first half of the nineteenth century, prepare a report telling where they came from, what was happening in their country that made them want to leave, how they got to the U.S., and where they first settled.

N. Using library or classroom resources, research the old and new patterns of immigration into the United States from different continents. Create a timeline showing significant waves of immigration. Include ethnic origin, and racial identities.

O. Expand the information on the immigration timeline, by describing where the immigrants came from, why they came in large numbers, and where each group settled.

AMERICAN HISTORY

LEARNING ACTIVITIES

(Continued)

P. Using library resources, examine the "melting pot" versus "salad bowl" theories of cultural assimilation or cultural mix in American society. Discuss within your learning group.

Q. Using library or classroom resources, research the history of the Panama Canal. Prepare a report on its development, and the American treaty to return the Canal to Panama. Describe its historical impact on U.S. foreign policy and world trade.

R. If the Peace Corps has been involved in your country of heritage, prepare a report on the Peace Corps using library resources. Through personal information, interviews, or research, describe the Peace Corps' involvement in your country of heritage.

S. Using library resources, prepare a brief report on the current status of the movement for statehood for Puerto Rico. If Puerto Rico is your country of heritage, interview family members and relate their views on this matter. Share your personal viewpoint with the learning group; give reasons for your views.

ECONOMICS

LEARNING ACTIVITIES

A. Using library resources, research the economic system in your native country or country of heritage. Submit a report describing that system and include information on how resources (factors of production) are used.

B. Develop a monthly budget for you or your family. This budget may be based on actual or sample data. Compare your budget to those of other students. Prepare a summary of things that are alike and different.

C. Invite a local leader who can serve as a role model for the cultural group, and who has been successful in the insurance business, to talk about life expectancy and causes of death for various ethnic groups. Compare this to insurance rates for each group. Discuss different types of insurance and how to get insurance coverage.

D. Using library references, gather information on the Knights of Labor and the early AFL. Compare the policies of these unions, regarding racial discrimination and equal opportunity, with those of today's unions.

E. Using library resources or personal information, prepare a report on the type of labor unions in your country of heritage. Compare them to those in the United States.

F. Using library resources or personal information, prepare a report on the social welfare system of your country of heritage. Prepare a report on how it compares to the welfare system in the United States.

G. Using library resources or personal information, prepare a report on the monetary unit in your country of heritage. Compare it to the American dollar in value and usage.

ECONOMICS

LEARNING ACTIVITIES

(Continued)

H. Using library resources or personal information, prepare a report on the tax structure of your country of heritage. Prepare a report comparing that country with the United States.

I. Write a letter to the state Department of Commerce. Ask for information on government grants to start a minority business. Prepare a report on your findings.

J. Write a letter to a state university or other institute of higher learning. Ask for information on minority scholarships. Prepare a summary of your findings and compare your information with that of other students.

K. Gather information on the imports and exports of your country of heritage. List five of each and write a brief description of the country's balance of trade.

PSYCHOLOGY

LEARNING ACTIVITIES

A. Interview a student from a different cultural group or from a country other than your country of heritage. Prepare a report showing how that student's culture differs from your own. You may include holiday celebrations, religion, folk tales and favorite sayings in your report.

B. Choose two or three countries with divergent cultures. Research the language, customs, and traditions. Prepare a report indicating how these would affect development of personality in each country.

C. Write a biographical sketch of Adrian Dove, a psychologist who dealt with multi-cultural diversity.

D. After studying testing mechanisms, decide whether you believe IQ tests and achievement tests discriminate against minority or ethnic groups or different genders. Defend your position in a short written or oral report.

E. Compare various types of stress that different cultures place on people and how the people adapt to those problems. Create a teenage stress scale survey.

F. Using library resources, interviews, or personal experience, prepare a report on teenage lifestyles and behaviors in two or three different cultures. Include family duties, education, employment, religion, peer groups, dating, sports and recreation, and any other relevant information.

G. Using library resources, interviews, or personal experience, compare child-rearing practices in your country of heritage with those in the United States. Submit a brief report.

PSYCHOLOGY

LEARNING ACTIVITIES

(Continued)

H. Select two or three culture groups. One may be your country of heritage; one may be this country. Using library resources, interviews, or personal experience, gather information on how heredity and environment affect these culture groups. Specify how they are alike and different.

I. Use library resources or personal interviews to gather information on mental illness in your country of heritage. Prepare a report on how the mentally ill are treated. Compare your report to that of another student who reported on a different country.

J. Using library resources, interviews, or personal knowledge, prepare a report on how drugs and drug addiction are handled in two or three different cultures. You may include your country of heritage, cultural groups within the United States, or other countries and cultures.

WORLD GEOGRAPHY

LEARNING ACTIVITIES

A. Compare the climate in your country of heritage with that of this region of the United States.

B. Draw a map of your country of heritage and indicate land forms, waterways, major cities and ecosystems.

C. Draw a resource map of your native area or country of heritage. Compare it to the resource maps prepared by students from other parts of this country or the world.

D. Using library resources, interviews, or personal knowledge, prepare a report telling how land use in your country of heritage compares to land use in this area of the United States.

E. Using library or classroom resources, draw a population distribution map of your country of heritage.

F. Using library or classroom resources or personal information, describe the purposes of the cities in your country of heritage as related to the six major purposes of cities as described in this course.

G. Give examples of cultural, natural, and political boundaries that exist in your country of heritage or in the area of this country where you are from. Tell how political boundaries in your native area or country of heritage have changed over the last 100-200 years.

H. Using library or classroom resources, make a table about GNP, per capita income, life expectancy, monetary unit, and literacy rate in your native country or country of heritage. Compare your information with that of learners from other countries or cultures.

WORLD HISTORY

LEARNING ACTIVITIES

A. If you are affiliated with an organized religion, ask your religious leader about ecumenism. Ask about ways that your religious group works with other denominations, and whether your group belongs to any national or international organizations, such as the World Council of Churches. Make a list of your questions and the answers; then report on your interview.

B. Using examples from the text or from library resources, draw examples of the art work produced by the American, Aztec, or Mayan Indians.

C. Using library resources, prepare a brief report on Estevenico D'Arrantes, an African who accompanied the Spanish explorer Narvaez to the Tampa Bay area in 1527.

D. Through interviews with family members, trace back into your family history to find if there have been changes in family structure, for example, from extended to nuclear family or vice versa.

E. If family, friends or neighbors had experience living in the segregated South, talk to these people about life in the United States when segregation was the law. Develop a brief report on the similarities between apartheid in South Africa as described in the text, and the segregated southern states in the 1950's and 1960's.

F. Using library or classroom resources, construct a timeline tracing the social history of the policy of apartheid in South Africa. Using newspapers and magazines dated within the last six months, find articles concerning the current political activities in South Africa. Add recent events and changes regarding the policy of apartheid to the timeline.

WORLD HISTORY

LEARNING ACTIVITIES

(Continued)

G. If the country of your heritage took part in the Modern Imperialism of the nineteenth and twentieth centuries, use library or classroom resources to prepare a brief report on the extent of that imperialism and the benefits that country received from it.

H. If your country of heritage was controlled by imperialistic countries during the Modern Imperialism of the nineteenth and twentieth centuries, use library or classroom resources to prepare a brief report on the benefits received and the problems created by the imperialism.

I. If your country of heritage is one of the Latin American countries that fought for its independence from Spain during the early 1800's, use library or classroom resources to prepare a summary of the country's fight for independence and the major individuals involved in the struggle.

J. If you or an acquaintance is of Russian heritage, interview members of the family about memories and stories of the times in Russia before emigration. Prepare a brief report.

K. Prepare a brief summary of the political position and any activities taken by your country of heritage during World War I.

L. Interview a family member, friend, or neighbor about their experiences during World War II. Ask about any military activity they were involved in or their remembrances of life during the war. Report on the information you obtained.

M. Prepare a brief report on the political position and any activities taken by your country of heritage during World War II.

WORLD HISTORY

LEARNING ACTIVITIES

(Continued)

N. Interview family members, friends or neighbors about their experiences during the Vietnam War. Include any military activities they were involved in, any peace activities, their opinions (hawk or dove) regarding the war. Make a list of questions asked. Report on your findings.

O. Choose one of the following subjects. Using resources in the library, prepare a description of:

The Mau Mau uprising in Kenya in the 1950's.
The secession of Biafra from Nigeria in 1967.
The rule of Idi Amin in Uganda in the 1970's.

P. If any member of your family was involved in Fidel Castro's Cuban revolution, the Bay of Pigs invasion, or has lived in Cuba since Castro's takeover, interview them regarding their role in these events, their activities and remembrances of life under Castro, and their opinion on Cuban-American activities today.

Q. Compare the first wave of Cuban immigrants to Florida during the late 1950's and early 1960's to the second wave of Cuban immigrants in the late 1970's and early 1980's. Include information about each group's economic, social and political impact on Florida.

Q. Using library resources, write a biographical sketch of African-American diplomat Ralph J. Bunche.

R. Compare Arab and Israeli positions on the Palestinian/Mideast problem and discuss at least two possible solutions with members of the learning group. Use newspaper and magazine articles, interviews, and historical resources for information.

MATHEMATICS

FOREWORD

Mathematics may be considered a global language, one that extends across cultural boundaries. (Seelye, 1988) Basic mathematical computations, operations, formulas and equations remain consistent, regardless of the culture in which they are learned. Culturally diverse learners should be able to relate to mathematics that is presented in computational form.

However, culturally diverse learners may have difficulty with real-world (word) problems because of linguistic and cultural differences. These learners may be better able to comprehend and solve real-world problems if the problems pertain to their lifestyles and familiar situations.

Over the course of time, many different cultures have contributed to the development of mathematics. Studying significant events in the history of mathematics will demonstrate the multi-cultural nature of the subject.

The following Mathematics learning activities may be inserted into Competency-Based Adult Education student learning guides.

MATHEMATICS

LEARNING ACTIVITIES

A. Using library resources, research the development of mathematics for contributions made by different cultures. Include the ancient Greeks, Mayans, Arabs, Romans, Hindus, etc. Construct a graph or timeline showing developments.

B. If you were taught a method of multiplication and division of whole numbers that is different from the mainstream approach in this culture, share your method with the learning group.

C. With your instructor's assistance, use a daily newspaper for math facts. If an article mentions a percentage, figure out the amount the percent represents. If a percentage cannot be calculated with the given information, use various numbers to illustrate the concept of percent.

D. When studying percents, use newspaper advertisements and sale brochures to figure the sale price of items. Use the price of these items to calculate sales tax. Bring in sales receipts to show examples of sales tax and possibly, discount.

E. Bring in reading material that you have access to. Some may be in a foreign language; translate if necessary.

Note to the facilitator: Make up real-world problems derived from the reading material that could supplement or substitute for comparable, but less meaningful, problems in the text.

F. When studying multi-step real-world problems, review with your instructor the way to calculate baseball averages. Review the terms *at bat*, *hit*, and *run;*, then show how to mathematically figure a player's batting average.

G. Whenever appropriate, use a calculator to solve problems, using rounding when necessary.

MATHEMATICS

LEARNING ACTIVITIES

(Continued)

H. Invite a local leader who can serve as a role model for the cultural group, and who has been successful in banking or real estate, to discuss the importance and use of interest, discounts, and commission in relation to banking and real estate transactions.

I. With your instructor's assistance, review the principles of probability using card games with which you are familiar.

J. If available, use hands-on metric and customary manipulatives to demonstrate and conceptualize measurements and conversions within the system. Collect empty containers that represent various customary and metric measures, e.g., 2 liter soda bottles, 16 oz. jars, measuring spoons, cups, etc.

K. When studying linear measurements, use the state driving manual for real-life examples of distances you should be able to estimate. If you are familiar with customary measures, convert large distances to other units or compare large distances to other items whose length you can visualize. For example, compare 150 feet to one-half of a football field. If you are used to the metric system, convert the figures in the manual to metric measures to help you comprehend and visualize them.

L. When studying the Pythagorean theorem, use library resources to report on Pythagoras, for whom the rule is named.

M. Identify and name geometric shapes of items in the classroom and find examples of geometric figures in the environment outside the classroom. Design a graph listing shapes and examples. If English is a second language, give the name of each item and its geometric shape in both English and your native tongue.

MATHEMATICS

LEARNING ACTIVITIES

(Continued)

N. Bring in bus and airline schedules that you have access to. Select departure place, time and destination, and demonstrate how to determine arrival time on the schedule; then calculate the elapsed time. Do several examples and review with the instructor.

O. When studying time measurement, research the history of calendars, how they were devised and what periods of time they encompassed. Prepare a report on at least one of the following calendars: Babylonian, Egyptian, Roman, Julian, Gregorian, Hebrew, Islamic, Chinese, Hindu, Assyrian, Greek and Mayan.

P. With your instructor, review time zones in the United States, especially if your native country is contained within one time zone. Use mathematics to figure the time in each zone. Use TV show announcements or broadcasts to demonstrate time differences. Use travel examples to figure elapsed time.

Q. Figure distance, using your car's odometer reading at departure and the odometer reading at your destination. Design a table showing origin, destination, and distance; and keep a record of distances traveled in one week.

R. When studying elapsed time or the distance formula, expand the distance table above to include departure time, arrival time, as well as distance traveled. Use this data to figure elapsed time and average miles per hour.

S. Using examples from your own part-time work experience, calculate gross pay using hours worked and hourly rates. Get appropriate tax tables from your business math textbook, and figure take-home pay.

SCIENCE

FOREWORD

Scientific principles are universally acknowledged. Scientific methods, concepts, facts, discoveries and theories are shared throughout the world. Multi-cultural learners have a common knowledge and interest in the sciences.

However, since science possesses its own terminology, scientific study may be difficult for culturally diverse learners, especially those with limited English proficiency. Speakers of other languages may need special assistance in grasping scientific information. All culturally diverse learners should be encouraged to ask questions, obtain special assistance, and work together to better learn and comprehend the material in the science courses.

The following Science learning activities may be inserted into Competency-Based Adult Education student learning guides.

GENERAL SCIENCE

LEARNING ACTIVITIES

A. When studying how to distinguish between fact and opinion in a scientific investigation, participate in an exercise that helps distinguish fact from fiction. Inform the instructor that you are ready for this exercise:

Note to the facilitator: Arrange a small group of multi-cultural learners and assign a geographic area unfamiliar to the group. Have each learner write five opinions about geographical characteristics, plants and animals indigenous to that area. Then have the learners use library or classroom resources to research the geographical characteristics, plants and animals from that area. Compare the stated opinions with the researched facts, and discuss the group's findings.

B. Using library resources, trace the movement of the earth's land surface in your country of heritage or native area of this country from the earliest known time to the present. Draw a poster showing progress of plate tectonics movements at three different phases for that area. Prepare a brief report explaining the movements that occurred and the reasons for the movements.

C. Using library or classroom resources, research the water cycle as seen by the American Plains Indians over the last 100 years. Choose one particular tribe of these Native Americans and study their location and lifestyle. Relate how the water cycle in their area affected their lifestyle over the years.

D. Form a multi-cultural group of learners and together study the course material on weather prediction, learning the methods and signs for predicting weather. Make a chart for weather prediction over a prescribed time period. Compare predictions to actual weather.

GENERAL SCIENCE

LEARNING ACTIVITIES

(Continued)

E. Describe societal actions that could affect environmental quality in your community. With your instructor or in your learning group, discuss factors or individual behavior that might bring environmental safety levels down. You or the group may make a chart depicting environmental decline and the resulting effects.

F. Using classroom resources, interviews, or personal knowledge, give examples of the use and misuse of natural resources in this country and, if applicable, in your country of heritage. Include uses and misuses of natural resources in your school, home, and workplace. Compare your information with that of other members of your learning group.

Note to the facilitator: Make a large classroom chart for the misuses of natural resources in homes. Have each learner contribute his/her own research to the chart.

G. When studying how decreasing or misusing a natural resource can affect a culture or civilization dependent on that resource, participate in the following exercise.

Note to the facilitator: Arrange a small group of multi-cultural learners. Have each learner in the group research an ancient civilization that has become extinct or research a current situation, such as the depletion of rain forests in South America. Have each learner prepare several facts about the misuse of natural resources in that environment. Then, in a group setting, have each learner relate how the misuse of the resources led to or are leading to the disintegration of the lifestyle of the people in those civilizations or cultures.

H. If English is a second language, have an English/native language dictionary available. Use the dictionary to help you understand the scientific terminology and information presented in this course.

OCEANOGRAPHY

LEARNING ACTIVITIES

A. If your family or your cultural group uses algae, describe how algae is used in your country of heritage and list three ways algae is used in your home.

B. If seafood (shrimp, lobster, crab, crayfish, etc.) is abundant in your country of heritage, or if seafood is often eaten in your home, explain how two types of seafood are prepared and served in your home. You may write the recipes and share them with your learning group.

C. If you have lived near the shore, describe the recreational and occupational activities associated with the shore and the water in your country of heritage. Include at least four activities.

D. If the soil in your hometown area or country of heritage is different from the soil in this region, use library resources, interviews, or personal knowledge to describe the soil in your native area. Include its color and type, such as, rock, shell, sand, limestone, volcanic ash or lava, etc.

E. Using library resources, interviews, or personal information, describe how fish is obtained, prepared and eaten in your country of heritage. Compare fish commonly found in the waters in this area with fish commonly found in the waters around your homeland.

F. If shellfish are common to your country of heritage, describe which shellfish (clams, oysters, mussels, scallops, snails, etc.) are caught and eaten? Using personal knowledge or interviews with family members, list two ways shellfish are prepared and used.

PHYSICAL SCIENCE

LEARNING ACTIVITIES

A. In a multi-cultural group setting, have each student relate the measurement system used in his/her country of heritage. Discuss the development of different systems of measurement in various cultures and the need for a uniform system of measurement in a global scientific community.

B. Using library resources or personal knowledge, describe the geological characteristics of your country of heritage. Share this information with the learning group.

C. If English is a second language, have an English/native language dictionary available. Use the dictionary to help you understand the scientific terminology and information presented in this course.

D. When studying the effect that air resistance has on a moving object, consider arrows used by early Native Americans. Explain how these individuals might have recognized that the weight of an arrowhead would affect the impact and penetration on an animal or foe.

E. Using library resources, research the multi-cultural nature of the periodic table. Prepare a brief report explaining how the symbols for the various elements were derived, considering the time periods and cultures within which the elements were discovered.

BUSINESS

FOREWORD

Culturally diverse learners may be unfamiliar with the average American business office. In a work situation, the atmosphere within an American corporation could even appear to be a hostile or unfriendly environment. Culturally diverse learners need to be acquainted with office protocol and procedures to develop their professional business skills, build confidence, and prepare them to succeed in the business community.

Learning activities need to focus on the needs of culturally diverse learners as they strive to develop proficiency in business procedures and communication, information processing, and the use of modern office equipment.

The following Office Procedures learning activities may be inserted into Competency-Based Adult Education student learning guides.

OFFICE PROCEDURES

LEARNING ACTIVITIES

A. If English is a second language, obtain an English/native language dictionary. Use the dictionary to help you understand the business terminology, information and instructions you are given. Translate and write directions and activities into your native language, if necessary.

B. Make frequent use the English language dictionary in the classroom to look up words for spelling and definition.

C. Compare the American typewriter or computer keyboard with the keyboard from your native country.

D. Ask as many questions as necessary about office procedures, office equipment, or information that you are being taught. Have your instructor demonstrate office machinery repeatedly, if necessary, and take time to adequately practice all new procedures.

E. Invite a successful business man or woman who can serve as a role model for the learning group to discuss topics such as interview techniques, business manners and apparel, employment requirements (drug testing, physical examination, etc.), office policies (punctuality, notice of absence, etc.). You may wish to prepare questions in advance for the speaker.

F. If your cultural heritage differs from that of mainstream corporate America, compare the social and business customs in the mainstream business world with those of your culture. You may discuss this with your instructor, or form a panel discussion with members of your learning group.

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